

| Project Title | Funding | Institution |
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| ACE Center: Changing developmental trajectories through early treatment | \$390,669 | Emory University |
| A computer-based social intervention for students with high functioning ASD: Using technology to improve special education | \$899,994 | 3-C Institute for Social Development |
| Animal-assisted intervention for children with autism spectrum disorder | \$75,007 | Purdue University |
| Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) | \$2,000,903 | University of North Carolina at Chapel Hill |
| Cognitive behavioral therapy for core autism symptoms in school-age children | \$0 | University of California, Los Angeles |
| Comparison of two comprehensive treatment models for preschool-aged children with autism spectrum disorders and their families | \$0 | University of North Carolina at Chapel Hill |
| Deployment focused model of JASPER for preschoolers with autism spectrum disorders | \$0 | University of California, Los Angeles |
| Design and evaluation of a motion-sensing computer program for teaching children with autism | \$58,301 | Center for Autism and Related Disorders (CARD) |
| Developing a 3D-based virtual learning environment for use in schools to enhance the social competence of youth with autism spectrum disorder | \$0 | University of Missouri |
| Developing a school-based social competence intervention (SCI) | \$0 | University of Missouri |
| Development of an intervention to enhance the social competencies of children with Asperger's/high functioning autism spectrum disorders | \$0 | University at Buffalo, The State University of New York |
| Development of a social and communication intervention for preschoolers with autism | \$499,966 | Kennedy Krieger Institute |
| Early intervention in an underserved population | \$73,219 | University of Michigan |
| Effectiveness of reciprocal imitation training for adolescents with low-functioning autism | \$0 | Michigan State University |
| Efficacy of a parent-mediated intervention for one-year-olds at risk for autism | \$685,483 | University of North Carolina at Chapel Hill |
| Efficacy of a qigong massage methodology for children with ASD aged 3-11 years | \$242,590 | Western Oregon University |
| Efficacy of the home TEACCHing program for toddlers with autism | \$299,995 | University of North Carolina at Chapel Hill |
| Evaluating the efficacy of the school-based Social Competence Intervention for Adolescents (SCI-A) with high functioning autism | \$797,258 | University of Missouri |
| Evaluation of synchronous online parent skill training | \$10,000 | The Research Foundation of the State University of New York |
| Expanding the reach of toddler treatment in autism | \$0 | University of California, Davis |
| Factors associated with positive outcomes for children and youth with autism: Secondary analysis of data from SEELS and NLTS2 | \$342,223 | SRI International |
| Improving social-communication, literacy, and adaptive behaviors for young children with autism spectrum disorders | \$745,000 | University of Kansas |
| Increasing flexibility in children with autism | \$40,811 | Center for Autism and Related Disorders (CARD) |
| iPrompt to improve teaching students with ASD | \$305,814 | HandHold Adaptive, LLC |
| iSKILLS : The audio/video guidance repository for life skills | \$398,120 | University of Georgia |
| Outcomes of a community center-based program for toddlers with autism spectrum disorders | \$9,120 | University of North Carolina at Chapel Hill |

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| Parent-implemented social-pragmatic communication intervention for young children with developmental disabilities | \$0 | Illinois State University |
| Peer-mediated interventions for elementary school students with autism spectrum disorders | \$8,194 | University of Colorado Denver |
| Peer support and peer network interventions to improve peer relationships and school engagement | \$641,771 | Vanderbilt University |
| Pivotal response group treatment for parents of young children with autism | \$0 | Stanford University |
| Preschool reading and language interventions for children with autism | \$299,795 | University of Washington |
| Related services intervention for expressive and receptive language skills in autism spectrum disorder and in cognitive impairment | \$0 | Vanderbilt University |
| Social communication and symbolic play intervention for preschoolers with autism | \$0 | University of North Carolina at Chapel Hill |
| Software to enrich the noun lexicons and lexical learning of children with autism | \$756,189 | Laureate Learning Systems, Inc. |
| Tactile Awareness Prompting (TAP) System | \$74,839 | Engineering Acoustics, Inc. |
| Teaching children with autism self-monitoring skills | \$40,811 | Center for Autism and Related Disorders (CARD) |
| Teaching children with autism to deal with jealousy constructively | \$5,830 | Center for Autism and Related Disorders (CARD) |
| Teaching children with autism to detect deception | \$24,904 | Center for Autism and Related Disorders (CARD) |
| Teaching children with autism to identify others' knowledge | \$11,660 | Center for Autism and Related Disorders (CARD) |
| Teaching children with autism to identify social saliency: Shifting attention | \$29,150 | Center for Autism and Related Disorders (CARD) |
| Teaching children with autism to respond to subtle social cues: Desires | \$29,151 | Center for Autism and Related Disorders (CARD) |
| The effectiveness of an evidence-based parent training intervention in a community service setting | \$0 | University of California, San Diego |
| Translating pivotal response training into classroom environments | \$0 | Rady Children's Hospital Health Center |
| Using lag schedules of reinforcement to teach play skills to children with autism spectrum disorders | \$20,000 | Texas State University |
| Virtual reality applications for the study of attention and learning in children with autism and ADHD | \$369,546 | University of California, Davis |

